DOCUMENT RESUME

ED 330 907 CE 057 827

AUTHOR	Zuercher, Melanie A., Ed.
TITLE	It's Up to Us! Broad Form Deeds in Kentucky.
INSTITUTION	Kentuckians for the Commonwealth, Prestonburg.
PUB DATE	89
NOTE	168p.
AVAILABLE FROM	Kentuckians for the Commonwealth, P.O. Box 864, Prestonburg, KY 41653 ($10.00).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Coal; Instructional Materials; *Mining; Personal Narratives; Reading Comprehension; Reading Skills; Small Group Instruction; *Vocabulary Development; *Writing Exercises; Writing Skills
IDENTIFIERS	*Kentucky

ABSTRACT

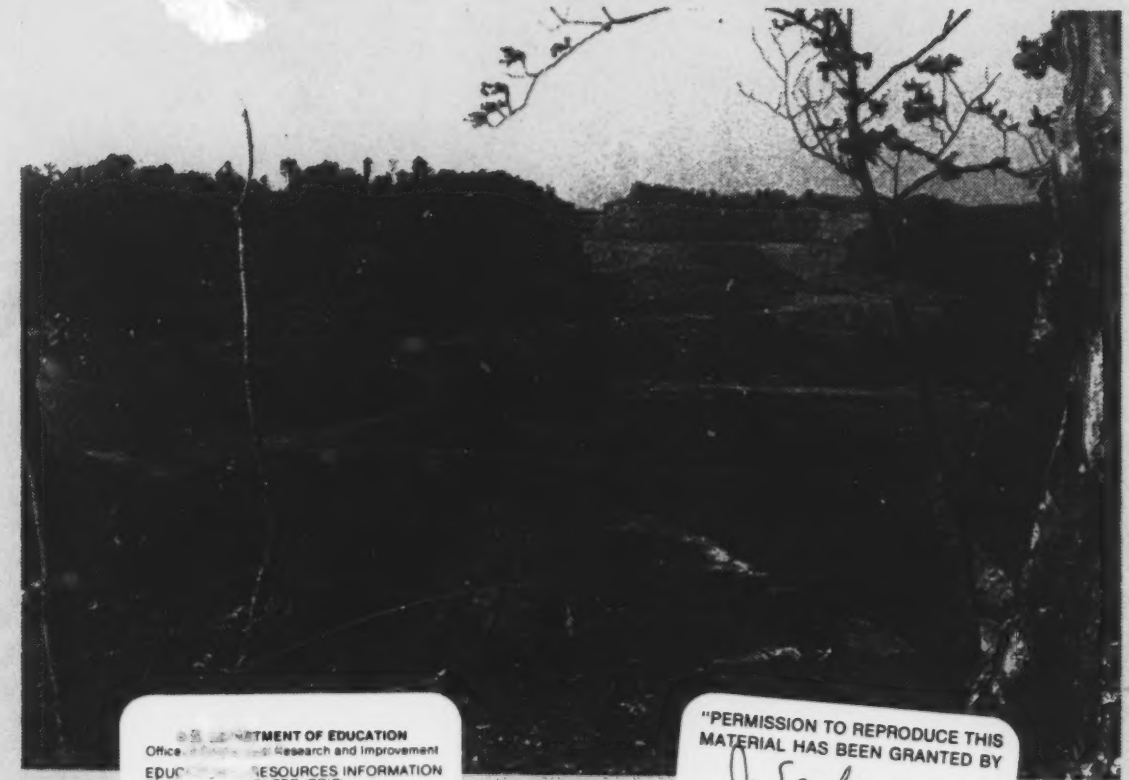
This adult literacy curriculum best serves groups of students, but is also effective for one-on-one tutoring methods. The material covers the history of broad form deeds in Kentucky (instruments with which coal rights, but not the farmlands above the coal, were sold to mining companies) and includes four personal narratives of Kentucky residents presented in brief sections. Recall questions after each chapter check individual reading comprehension, although it is recommended that the ideal setting for the questions is a discussion group. An accompanying book contains word and writing exercise supplements for each group of stories in the guide. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED330907

"It's Up to Us"

Broad Form Deeds in Kentucky



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Szoke
Kentuckians for the Commonwealth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A publication of Kentuckians For The Commonwealth

Melanie A. Zuercher, editor

BEST COPY AVAILABLE

CE057827

Additional copies of "It's Up to Us" may be obtained by writing or calling:

Kentuckians For The Commonwealth
P.O. Box 864
Prestonsburg, KY 41653
606-886-0043

OR

Mennonite Service Program
P.O. Box 420
Whitesburg, KY 41853
606-633-5065

A donation of at least $5 per book or $10 per set, plus postage, is appreciated but not required (discounts available for teachers and tutors).

A Note to Teachers and Tutors

"It's Up to Us": Broad Form Deeds in Kentucky was written and designed to be most effective when used by groups of students. While the "Recall Questions" after each chapter are meant to check individual reading comprehension, the ideal setting for the "Discussion Questions" is a discussion group.

However, this does not mean "It's Up to Us" can't also be effective in the one-on-one tutoring method most commonly used in literacy programs around Kentucky. Certainly, the supplementary exercises for "It's Up to Us" can be adapted for either individual or group use.

We have several suggestions for using this material. First, it's important that teachers and tutors look through the material carefully before giving it to students. The stories are probably best suited to higher level Laubach, pre-GED, GED, and college remedial students (or high school students) -- but you know your student(s) better than we do, and we prefer that you, together with your student(s), decide. It's possible that while the exercises may be difficult for some students, the reading material may not necessarily be.

The exercises vary in difficulty, and there are a lot of them. You may want to pick and choose what you give a particular student to work on. Please note that there are numerous listening exercises that require reading aloud, so if you are using them in a group setting, make provision for that.

Second, we feel that writing is one of the most important things that reading students can do. Therefore, we have included writing exercises for every chapter of "It's Up to Us". But don't be limited by that. Most, if not all, of the "Discussion Questions" could also be used as prompts for additional student writing. For even more sentence-writing practice, you may want to ask your student(s) to answer the "Recall Questions" at the end of each chapter with complete sentences.

Finally, there are no copyright restrictions on this material. If you like what you see here, a donation to Kentuckians For The Commonwealth is one way to make more of it happen. But we know that a lot of reading programs in Kentucky operate on a shoestring. One of KFTC's purposes in producing reading material is to help out in such cases. So if you need to photocopy, go ahead.

Another way to get more reading material that is relevant to your area and your students is for you and your students to produce it. Please use "It's Up to Us" and the accompanying exercises as a model. Your students have stories to tell that are as worthy of being printed as the ones you see here (some of them may surface as a result of the writing exercises that accompany this book!). And you are capable of writing exercises to go with them! Also, there is probably at least one business (if not more) in your community willing to help pay for printing.

We welcome comments and/or criticism about "It's Up to Us" at either address listed to the left.

First printing: 1989
Printed on recycled paper

Kentuckians For The Commonwealth
P.O. Box 864
Prestonsburg, KY 41653
606-633-0043

Dedicated to the memory of

Everett L. Akers, Sr.

Acknowledgments

Many thanks:

-- To manuscript readers and critics Beth Bingman, Dungannon, Virginia; Stewart Bridgman, Louisville, Kentucky; Judy Cheatham, Richmond, Kentucky; Burt Lauderdale, London, Kentucky; Carol Loeppky, Whitesburg, Kentucky; Joe Szakos, Prestonsburg, Kentucky; and Joyce G. Zuercher, Hesston, Kansas.

-- To Patrick Davis, Jerry Hardt, Jenny Lauderdale and Maia Enzer in the KFTC office in Prestonsburg for all kinds of help: computer assistance, proofreading, copying and collating, and general support.

-- And especially to the United Church of Christ Board for Homeland Ministries for their generous support for this project.

Everett Akers' and Elizabeth Wooten's stories were taken from interviews by Joe Szakos and Kristin Layng, first printed in the March-June 1985 issue of Southern Exposure ("Older, Wiser, Stronger," Volume XIII, No. 2-3). Sidney Cornett's story was taken from an unpublished interview conducted by Joe Szakos and Kristin Layng Szakos in August 1985. Brenda Reynolds' story was taken from an unpublished interview conducted by Beth Blankenship in October 1987.

Table of Contents

ONE

What Is a Broad Form Deed? ..... 3.

TWO

Sidney Cornett ..... 13.

THREE

Elizabeth Wooten ..... 29.

FOUR

Brenda Reynolds ..... 35.

FIVE

Everett Akers ..... 43.

Chapter One

What Is a Broad Form Deed?

BEST COPY AVAILABLE

SECTION ONE

When you think of eastern Kentucky, what comes to mind? Do you think of mountains? Do you think of coal? Eastern Kentucky has mountains. Eastern Kentucky has a lot of coal and some oil and gas under the ground.

Years ago, some men came to eastern Kentucky. They were looking for coal. They came from parts of the U.S. where there was not much coal.

They needed coal for many things. They needed coal for heat and electricity in big cities. They needed coal to make steel and to run factories, trains and big machines.

Most of the men were from big companies that wanted coal to use. Or they wanted to sell coal and make a lot of money.

The men talked to people who lived in eastern Kentucky. Many people in eastern Kentucky then couldn't read or write. They had farms and lived in log houses. They raised pigs, cows and chickens and grew their own food. They didn't have much money.

The men from the big companies wanted to buy the coal under the farms. But they didn't want the farms. So they said they would buy only the rights to the coal.

This means they paid for the coal but they didn't pay for the land. The people could still live on the land and farm the land.

Sometimes the men from the big companies paid only 10 cents an acre for the coal. Sometimes they paid up to a dollar an acre. And sometimes they paid more. Sometimes the men didn't pay with money. Instead they traded guns or other things for the coal.

This doesn't seem like much to us now. But it was a lot for people in eastern Kentucky then.

Recall Questions

1. What minerals are found under the ground in eastern Kentucky?

_____

2. Why did the men from the big companies want the coal?

_____

_____

3. Did those men buy only the coal, or only the land, or both the coal and the land?

_____

4. How much did they pay for the coal rights?

_____

_____

Discussion Questions

For years, people have been coming into eastern Kentucky from outside to buy a lot of what is valuable, like the coal. Today much of the land, coal, trees and other valuable resources in eastern Kentucky belong to people from other states or other countries. How does this make you feel? Do you think it's a good thing, or does it cause problems, to have so much owned by outsiders? If you think it's a good thing, why is it good? If you think there is a problem, how would you change it?

SECTION TWO

The men from the big companies wrote broad form deeds that separated coal from land. Broad form deeds let the men buy only the rights to the coal, but not the land.

Most broad form deeds came into use in eastern Kentucky in about 1880. They were used until about 1930.

When people first sold their coal rights with broad form deeds, there was only one way to get coal out of the ground. That way was to deep mine. When you deep mine, you make a hole in the ground. You dig coal out of the hole.

Deep mining doesn't tear up much surface land. People didn't know back then that one day there would be strip mining. They didn't know that strip mining would tear up a lot of land.

A broad form deed has a lot of words which people read and understand in different ways. Some people said broad form deeds let the one who owns the coal take the coal out of the ground any way they want.

When strip mining began in the 1950s, it used big machines that cut away the land to get the coal. The problems with the broad form deed began in the 1950s, too. The coal companies said the broad form deeds let them take the coal out of the ground any way they wanted. But strip mining to get coal tore up a lot of land.

Sometimes it tore up fields and gardens. Or it made water in creeks and ponds go bad, and then the fish and other water animals died.

Sometimes the blasting from strip mining made cracks in water wells, and they dried up. Sometimes the blasting made cracks in houses, too, or rocks from blasting broke windows.

Sometimes strip mining caused mud slides that fell onto houses or road. And sometimes a coal company strip mined where a house was. Then a family lost their home and they had to move.

The people who owned the land couldn't stop this. The law said the coal company had the right to get the coal any way it wanted. The coal company had the right because of broad form deeds.

Recall Questions

1. What kind of deed separated coal from land?

_____

2. When did broad form deeds come into use in eastern Kentucky? How long were they used?

_____

3. What kind of mining was there when most broad form deeds were signed?

_____

4. What kind of mining began in the 1950s?

_____

Discussion Questions

1. Think of a time when you read or heard something in a different way from someone else. How did you decide who was right?

2. Is strip mining good or bad? Explain your answer.

[Optional:
3. Do you, or does someone you know, have a broad form deed on your, or their, land? Has it caused problems? What have you, or the other person, done about it? What more do you, or the other person, plan to do?]

SECTION THREE

Even after people sold the coal rights to their land, they usually stayed on the land. Many times, their children or grandchildren lived there after they had died or moved away. People with broad form deeds on their land still lived on the land, took care of it and paid taxes on it. But the law would not let them control their land if a coal company held a broad form deed to it. The coal company could do what it wanted, and didn't have to pay the people who owned the land.

People said this was not fair. They said the ones who had first sold the coal rights didn't know about strip mining. They said that only the right to deep mine the coal had been sold with the broad form deeds. They felt it was not fair to pay taxes but not be able to control their own land.

People did many things to fight the broad form deeds. Sometimes they formed picket lines at the coal company's office. Sometimes they used guns to keep the coal company away from their land. Sometimes they stood in front of bulldozers. Sometimes they went to court. People wanted to save their homes and their land. The states with broad form deeds began to change the laws to give some rights to land owners.

People in Kentucky tried for years to change their law, too. In 1984, a new law was passed which said a company could use only the kind of mining in use when a broad form deed was signed. That usually meant only deep mining. A company couldn't strip mine unless the land owner said so.

But in 1987, the Kentucky Supreme Court threw out the 1984 law. The coal companies could strip mine using broad form deeds again. They could do it without asking the land owner.

The Supreme Court has seven judges. Four judges voted to throw out the 1984 law. Three judges voted to keep the 1984 law. Because of four judges, many land owners lost control of their land again.

A group of people got together. The group was called KFTC. They decided to try and change the Kentucky constitution. The constitution is the highest law in Kentucky. It is over the Supreme Court. But the people of a state can vote to change the constitution.

KFTC thought the people of Kentucky should decide if broad form deeds were fair or not. They thought the people of Kentucky should decide, not just four judges. So they worked hard for many months. They told everyone they could about the broad form deed. They said the people of Kentucky should decide. They asked people to vote to change the constitution.

On November 8, 1988, the people of Kentucky voted to change the Kentucky constitution. They said broad form deeds were not fair. They said the law should give rights to the land owner, not just the coal companies.

There were not enough land owners with broad form deeds in Kentucky to change the Kentucky constitution alone. But when a lot of people got together, they made a change. When the people of Kentucky voted, they made a change.

This booklet has some stories about people with broad form deeds on their land and what happened because of the broad form deeds. The stories are also about what happens when people get together to make a change.

You can help make a change, too. One way is to get together with friends and neighbors. If you have a problem, talk about it together. Together you might know what to do.

Another way to help make a change is to vote. Anyone 18 or over can register to vote. You can register to vote at the county court clerk's office, in the county courthouse.

Recall Questions

1. What were some things people did to try and save their land?

_____

_____

_____

2. What happened in 1984?

_____

3. What did the Kentucky Supreme Court do about broad form deeds in 1987?

_____

4. How many judges are on the Kentucky Supreme Court?

_____

5. How many judges said the 1984 broad form deed law should be thrown out?

_____

6. What happened on November 8, 1988?

_____

7. How old do you have to be to register to vote?

_____

8. Where can you go to register to vote?

_____

Discussion Questions

1. Who pays the taxes, the mineral owner or the land owner? Who should control the land? Explain your answer.

2. Do you think it's fair that four judges could decide that some land owners can't control their land? Why or why not?

3. Now that coal companies can no longer strip mine with a broad form deed, will this hurt the state or will it help the state? Explain your answer.

4. Why do you think a group of people has a better chance to make a change than only a few people?

Chapter Two

Sidney Cornett

BEST COPY AVAILABLE

SECTION ONE

When I grew up in eastern Kentucky, we lived off the land. We had our own milk cows. We grew food on the hillsides.

I joined the Army in 1954 when I was 18. I married Brenda three years after I joined the Army. We had two children, a boy and a girl.

I was in the Army for 20 years. I spent time in Germany, Korea and Vietnam.

During our last few years in the Army, we had to pack up and move every year. That was hard on our family.

When I retired in 1974, I wanted to move back to the head of the hollow where I was raised. I remembered a quiet, simple way of life. I wanted to go back there. I was ready to stay in one place.

I bought part of the farm that went all the way back to 1870. My great-grandfather split his land among three of his children before he died. One of his children was my grandfather.

My grandfather had 138 acres. He split his part of my great-grandfather's land among his children.

I bought the part that belonged to one of my uncles. Then my father deeded me part of his land. I have about 57 acres.

Our family settled on the land. Brenda and I cleaned up around the house. The house was small but we began to improve it. We put a lot of time and work into the house and the land. But we had the kind of life we wanted.

Recall Questions

1. When did Sidney Cornett join the Army?

_____

2. How old was Sidney when he joined the Army?

_____

3. How long was he in the Army?

_____

4. What three places was he while in the Army?

_____

5. What did he want when he retired?

_____

6. How far back does the farm go?

_____

7. From which members of his family did Sidney get land?

_____

8. How many acres do Sidney and Brenda have?

_____

Discussion Questions

1. Do you have something that has been in your family a long time? How do you feel about that thing? Is there family history connected with your land? Describe it. How does that make you feel about your land?

2. If you have moved several times in your life, how do you feel about that?

3. Do you think Sidney loves his country? Why or why not? Did you or someone in your family ever serve in the military? What was it like? How did you feel when you or the person you know got out of the service?

SECTION TWO

In late 1976, a land agent came by and said a coal company wanted to strip mine near my land. I told the land agent I didn't want my land stripped.

The agent's company said they could strip it even if I didn't want them to, because of a broad form deed. They owned the mineral rights with a broad form deed.

I thought there was a law to help land owners against the broad form deed. But I had been gone for years. So I began to learn about broad form deeds and about the laws.

A broad form deed separates the land from the minerals under the land. If a company has a broad form deed, the company can get the minerals any way they want.

If the company wants to strip mine, they can. They can do this even if the land owner doesn't want a strip mine.

I went to the county courthouse and looked up the broad form deed on my land. There was a deed on file. But it wasn't signed. It was just a typed copy.

I came back and read part of the broad form deed to my father and uncle. They had never read the deed. But they knew about the mineral rights being sold.

They couldn't believe how the deed read. They thought the deed was only for deep mining. They thought the trees were kept for the land owner and that the land could always be used for farming.

When the broad form deed was signed, there was only deep mining, no strip mining. But when I read the deed in 1976, the law would let a company strip mine. The broad form deed would let the company take the trees and strip the farmland.

The company began to mine toward our land. By 1980, they reached the boundary. They mined 50 to 100 feet onto my land and quit. Then the company shut down.

Recall Questions

1. Who wanted to strip mine Sidney's land?

_____

2. What did Sidney tell the land agent?

_____

3. What separates land from minerals?

_____

4. Where did Sidney go?

_____

5. What did he look up?

_____

Discussion Questions

How would you feel if you knew someone could hurt or tear up something you owned even if you didn't want them to? Remember the law says they can do it. Do you think that law is fair? Why or why not?

SECTION THREE

In late 1981, I found another coal company mining on a ridge next to my land. This company had taken over the other company's permit. The permit was what let the coal company mine.

This company mined on my land but they did what they were supposed to do. They were only mining where the permit said they could. Even with a broad form deed, they had to have a permit. That's the law. The company had a permit to build a road and to mine one seam of coal.

In November 1982, the company wanted to build a hollowfill on my land. That means they would fill a hollow with dirt and rocks from strip mining. It would have destroyed all my trees. I told them, "No."

In April 1983, we began hearing trucks. A man who checks gas wells came by the house. He asked if I knew that all my trees were missing.

I went up to the head of the hollow and looked. They had taken out all the trees. They had even taken out all the roots. They were ready to start strip mining and build a hollowfill.

I came down and called the man who ran the strip mine. I told him I had said I didn't want the hollowfill built.

He said, "Well, we try to make agreements with people. If they won't agree, we have no choice but to go ahead anyway."

I was very upset. I wasn't told about a permit for a hollowfill. The law says coal companies have to put what they are doing in the local paper. The hollowfill was illegal.

But I said, "Well, you have already done it. You can't put it back. Now I want you to agree to stay off the rest of it. You settle with me to fix what you've stripped. I will let you finish where you are."

But the company wouldn't settle. Then they offered me $5,000. They offered me only $5,000 for 55 acres of good trees! And they would destroy our water, too. We get our water from under the land where they were strip mining. It's good water. We just run a pipe to it. My aunt and uncle have been using that water for 25 years.

Recall Questions

1. For what two things did the company have a permit?

_____

2. Who first let Sidney know his trees were missing?

_____

3. How much money did the company offer Sidney?

_____

4. The money was for how many acres of trees?

_____

5. What besides trees would be destroyed?

_____

Discussion Questions

1. If you were Sidney, would you have been angry to have your trees destroyed? What would you have done about it? If the same thing has happened to you, what did you do about it?

2. Where do you get your water? Have you always gotten it from the same place? If it is different now, why is it different? Do you have better water now than before? If not, why not? What could you do about it?

SECTION FOUR

The company built the hollowfill and kept mining coal. I found out they were mining off their permit. They were going to mine on other people's land, too.

I got the neighbors together. I talked to the neighbors on each side of the ridge where the company was mining. These were people in Perry County and Knott County. There were 30 to 35 land owners.

Some people said, "Oh, they can't get my land. I didn't say they could." Other people said, "They can't do that. I have a lease with another coal company. They can't move the lease from one company to another."

I told them a company could mine without asking the land owner, or move a lease from another company without telling the land owner.

We decided to go to the mine site. We had already been pushed around too much. When the day came to go to the mine site, there were 13 of us and one child. We went down to the mine pit before they started work. We took lawn chairs and sat down in them.

The foreman came and asked what we were doing. I said we were having a picnic on the mine site. I said, "Do you plan to mine today?" He said they did.

I said, "Well, I don't think you're going to mine it. We're going to have a picnic here today."

The foreman got on the radio. He called the superintendent. The superintendent came up.

Everybody there started giving the superintendent a piece of their mind about the broad form deed. My aunt told him very plainly what he could do with those broad form deeds, which I won't repeat. We held them up for two hours.

Finally, the superintendent said, "Well, I'm going to have to talk to my lawyer about this." He was only gone 30 minutes. That wasn't enough time to go talk to the lawyer. I think he went around the hill and parked and got his wits together.

He came back and said, "Well, you can do what you want. But my lawyer told me to put my men to work." So the bulldozers cranked up and came on around us.

I said to the people, "Well, we might as well go home." We went back off the hill to think about what to do next.

Recall Questions

1. Who did Sidney talk to?

_____

2. What did they decide to do?

_____

3. Who did the foreman call?

_____

4. What did the superintendent do?

_____

5. What did he say when he came back?

_____

6. What did the people do then?

_____

Discussion Questions

1. Have you ever felt you have been pushed around too much? What made you feel that way? What did you do about it?

2. Have you ever gotten a group of people together to solve a problem or change something? Or have you ever been part of a group like that? What happened? How did you feel?

SECTION FIVE

I started learning about mining laws. I really thought if I could build a case against the coal company, the state would shut them down. I thought the state would enforce the laws.

I called the state inspector but he didn't come for two weeks. Then he said the coal company had to stop mining my land. He said the company didn't have a permit for what they were doing to my land.

But three days later, he let the company start mining again. The coal company had asked for a change in the permit. But they still didn't have a permit! So they were still mining illegally.

I went to the state inspector's boss. I could tell he had already met with the state inspector. They had already decided what to say. They started making excuses. I started pinning them down.

In about 15 minutes, they were hot under the collar. The state inspector's boss said, "Go back and put it in writing. If you don't like our answer, you can go higher."

I said, "That's exactly what I'll do. If I have to, I'll get in my truck and drive to Washington."

But we couldn't stop the coal company from strip mining. The state inspectors and the federal inspectors from OSM wouldn't stop them, either.

We knew there had to be some way to stop them. We didn't know what. But we didn't give up.

Recall Questions

1. Who did Sidney call?

_____

2. How long before the inspector came?

_____

3. Who did Sidney go to next?

_____

4. What did the state inspector's boss tell Sidney to do?

_____

5. Sidney said he would go all the way to where?

_____

Discussion Questions

1. OSM (Office of Surface Mining) is part of the federal government. It is supposed to enforce federal strip mining laws. There are regional OSM offices in most of the coal mining states.

In Kentucky, the state is supposed to work with OSM to enforce strip mining laws, too. Sidney went to the state and then to OSM to try and get the laws enforced. He wanted the laws to protect his land. That's why the laws were made, to protect land.

Why do you think the state and OSM wouldn't enforce the laws? Explain your answer.

2. How would you feel if you were Sidney and you knew no one would enforce the laws to protect your land? What would you do?

SECTION SIX

Brenda and I wanted to fight for our rights. So we joined KFTC in 1983. In a group, you can get something done that you can't do alone. In 1984, KFTC got the broad form deed law passed. The law helped land owners with a broad form deed say "No" to strip mining.

But the state kept giving out strip mining permits. The state gave out permits even when land owners said "No" to strip mining. So the law was not working. The state was not enforcing the law.

Then in 1987, the Kentucky Supreme Court threw out the broad form deed law. We thought the coal companies had paid off the Supreme Court.

But KFTC kept working. And in 1988, we changed the Kentucky constitution. We made the broad form deed law part of the constitution. Now my land is safe from more strip mining with the broad form deed.

When the coal companies have problems, the state will do anything to help them. But if a citizen like you or me needs help, the state goes against us. We can't always count on the courts, either.

But we can fight back by getting together. We can fight back by organizing and working together. We can make enough noise together so the state has to listen. We can make a difference. We did with the broad form deed.

You change things by organizing people who are tired of taking it. You can't change things without organizing. You have to get people together. One person can't do very much alone.

Brenda and I knew we couldn't save our land alone. We knew we had to organize because there's safety in numbers. There's power in numbers. If you make enough noise, somebody will listen.

We can save the land. We already did a lot by changing the Kentucky constitution. We changed it so that coal companies can't strip mine unless the land owner says so. We gave control of the land back to the land owner.

There is a lot more to do. We can do it if we work together.

Recall Questions

1. When did Sidney and Brenda join KFTC?

_____

2. When did KFTC get the broad form deed law passed?

_____

3. Who kept giving out strip mining permits?

_____

4. What happened in 1987?

_____

5. What happened in 1988?

_____

6. How does Sidney say you change things?

_____

Discussion Questions

Do you think there is safety and strength in numbers? Can you get more done by yourself or with other people? Explain your answers.

Chapter Three

Elizabeth Wooten

In the 1940s, my husband and I bought land in Perry County. We built a home and raised 11 children on the land. Now my husband is buried there.

When my husband was dying, he asked the children and me to promise we would never let anyone strip our land. We all promised.

For the past ten years, a lot of the land around our home has been strip mined. I can stand in my front yard and look across the valley. Over there is bare ground. It used to be a beautiful hillside.

We have worked hard to keep our land from looking like that. It's our home. We have eaten many a meal from the food we have grown here. We don't want our land torn up.

But a coal company said it had the right to strip mine our land, whether we want it or not. The coal company said they could do this because they had a broad form deed. They could strip mine and not even pay us anything if they don't want to.

The broad form deed on my land was signed in 1912. That was before anyone here knew about strip mining.

In 1984, the Kentucky General Assembly passed a law that said a coal company could not strip mine with a broad form deed if the owner said "No."

So we took the coal company with the broad form deed on my land to court. We used the 1984 law to say the coal company couldn't strip my land.

The local judge looked at the 1984 law. He ruled that I could say "No" to the coal company and that the coal company couldn't strip my land. The coal company appealed. Finally, the case went to the Kentucky Supreme Court.

In the summer of 1987, the Kentucky Supreme Court threw out the broad form deed law. They said the coal company could come and strip my land.

The coal company man said he won his case. He said he would go ahead and strip my land. But he's not going to strip my land. As long as my 11 children and I are alive, no one will ever strip our land.

We wanted to fight for the 1984 law. It was a good law. We thought the Supreme Court was wrong. We were members of KFTC, so we joined with other KFTC members to fight the broad form deed. And we changed the Kentucky constitution.

My family couldn't change the constitution alone. KFTC couldn't change the constitution alone. We had to work together. We needed everyone's help.

I wanted to save our homeplace. I wanted to protect the rights of other land owners, too. I did it with other people's help and with KFTC's help. It takes all of us to make a change. It takes all of us working together.

Recall Questions

1. How many children did Elizabeth raise?

_____

2. Where is Elizabeth's husband buried?

_____

3. What did Elizabeth's husband make her and the children do before he died?

_____

4. When was the broad form deed on Elizabeth's land signed?

_____

5. That was before what?

_____

6. What did Elizabeth's family and KFTC change?

_____

_____

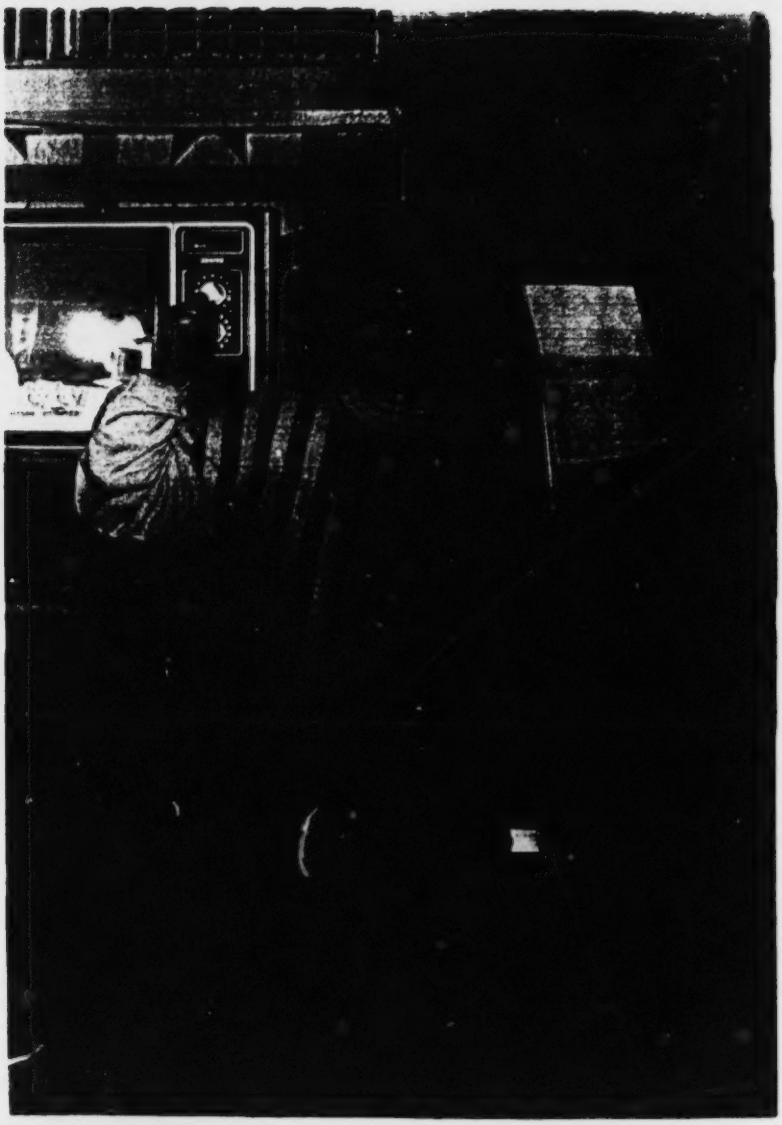
Discussion Questions

1. Have you ever made a promise to a dying person? If you haven't, imagine doing it. How did, or would, you feel about that promise? How far will, or would, you go to keep the promise? Explain your answers.

2. Do you think citizens have the right to change their state's constitution if they think a law is not fair? Or should they leave the constitution the way it was written? Explain your answer.

Chapter Four

Brenda Reynolds



BEST COPY AVAILABLE

SECTION ONE

I was born at Sinkhole and I was raised at Mayking. I lived a few years in Atlanta, Georgia. Then I moved back here, because there's no place like the mountains. I have lived here on Millstone for a little over eight years now.

I'm married and I have two children, a boy and a girl. They're a handful!

We have 150 acres. We have a little pond up there in the hollow. We graze our cattle back there in the summer.

We have poplar trees back there big enough to build a log house. We have one huge poplar tree on top of the mountain. Its trunk is the biggest around in the state.

We tried to get the tree made a landmark so no one can come and chop it down. The state rates the trees for height and size. But lightning hit the top of our tree, so it's not the tallest. It's still the biggest around.

You can see why we don't want our place to be strip mined. We're proud of this land. We like it just the way it is.

But we're under a broad form deed. We have a copy of the deed that my husband's grandfather signed.

On the back side of our mountain, if you walk to the top, you can see a strip job. We don't want this side to look like that.

Recall Questions

1. How long has Brenda Reynolds lived on Millstone?

_____

2. Where did she live before she lived on Millstone?

_____

3. How many children does Brenda have?

_____

4. How many acres does Brenda's family have?

_____

5. What is special about the big poplar tree on the Reynolds' land?

_____

6. What is on the back side of the Reynolds' mountain?

_____

Discussion Questions

Why do you think Brenda and her family don't want their land to be strip mined? Do you think these are good reasons? Why or why not? How would you feel in their place?

SECTION TWO

I would say all of Millstone is under broad form deeds. The 150 acres we live on belongs to my husband and his two brothers. His mom keeps up with it through us.

We had trouble with blasting. It shook the house and cracked the drywall.

My husband read about Elizabeth Wooten in the paper. It really got to him, so he wrote her a letter.

She told him about KFTC. KFTC helped us find out what to do about the blasting and helped us when a coal company began deep mining under our land.

Before I joined KFTC, I didn't know what a broad form deed was. I didn't even know they existed.

I have learned about broad form deeds. I have listened to other people. I'm shocked at what other people have had to put up with. I guess I had blinders on before.

I just didn't know about it. I'm sure a lot of people didn't know. My family has lived with this broad form deed forever. But we didn't know what we could do to stop it. Most people say, well, someone else has the mineral rights and we have to let them do what they want.

But I didn't want to give up. I joined KFTC to start fighting the broad form deed.

I ended up going all over the state telling people about the broad form deed. There were four of us women. We called it the Victims' Van. We all had broad form deeds on our land. We asked everybody to vote "Yes" in November to stop the wrong use of broad form deeds.

Everybody in KFTC worked hard. And on Election Day, 1988, the people of Kentucky voted to stop the wrong use of broad form deeds.

Recall Questions

1. Who owns the 150 acres?

_____

2. What did the blasting do?

_____

3. Who did Brenda's husband read about in the paper?

_____

4. What did Brenda learn about when she joined KFTC?

_____

_____

5. What did Brenda end up doing?

_____

6. How many women were on the Victims' Van?

_____

Discussion Questions

To have blinders on means not to know about something that is going on right in front of you. Has that ever happened to you or someone you know? Why do you think it happens? What do you think can be done to help people be more aware of things going on around them?

SECTION THREE

You can change things you think are wrong. You can at least try. That's what I told my husband.

If they do come and try to strip our land, I will always feel in my heart that I tried before they came. I didn't just sit around and wait until they did it and then try to stop it. I'm trying to do something now to make it better.

I'm a part of KFTC and we're trying to make things better. KFTC helped change the Kentucky constitution. Now the coal companies have to pay more attention to the land owners. If a land owner doesn't want a strip mine, the coal companies can't strip mine with a broad form deed anymore.

We changed the Kentucky constitution! My family's land is safe for now. Still, as long as a few people have a lot of money and power, we will have something to fight.

It seems hard sometimes. The coal companies have so much money and so much power. It seems you can't go against them.

But when we're in a group like KFTC, we're not standing alone. There is somebody we can call to help us. We don't feel like we're fighting the whole world by ourselves.

If other people need help, I'll get out there and try to help. I'll even go stand in front of the bulldozers and close my eyes. That would get a lot of attention! If you bring enough attention to something, it has to stop. Most coal companies hate to look bad.

There are other things I can do. I can talk to people and tell them what's going on. I can talk to the people who make the laws, too, in Frankfort and in Letcher County, where I live.

No matter what happens, I won't feel like a failure. I won't feel like a failure because I tried.

Recall Questions

1. What did Brenda and KFTC change?

_____

2. What might Brenda do to help that would get a lot of attention?

_____

3. What else might Brenda do to help?

_____

_____

_____

Discussion Questions

1. What are one or two things you think are wrong? Do you think you could change them? How? Do you think it would be easier to change things by yourself or with other people? Explain your answer.

2. Is a group of citizens stronger than a coal company? Why or why not?

3. Think of something you would like to change. How would you get attention, to make it change?

4. Have you ever talked to the people who make the laws, in Frankfort, or in your county? What did you say to them? What would you say if you could?

Chapter Five

Everett Akers

BEST COPY AVAILABLE

SECTION ONE

I am 71 years old and I live in Martin. I used to sell jukeboxes and pinball machines. I took care of the jukeboxes and pinball machines. I did that for 30 years. I picked up my money a little at a time, like a chicken picking up corn. About all I had to show for it was my house.

In 1968, I was elected state representative. I went down to Frankfort for selfish reasons. They were trying to outlaw my pinball machines down in Frankfort. My representative wanted to outlaw my pinball machines.

So I ran against him and beat him. I passed my pinball machine bill in the House. But the pinball machine bill died in the Senate.

I did not run again. I had a time down in Frankfort. I spent three months down there. It was the hardest work I ever did in my life. You wonder why people want to be in politics so much.

A lot of people want to be in politics for the money. They think they can make big money. They can get state and county contracts.

The coal people have a lot of money. I'm not saying they buy anybody. But some of our representatives got picked up in a helicopter every Monday morning. The coal people flew them to Frankfort. The coal people wined and dined them.

Recall Questions

1. When was Everett Akers elected state representative?

_____

2. Why did he run for state representative?

_____

_____

3. Where did he pass his pinball machine bill?

_____

4. What happened to the pinball machine bill after that?

_____

5. Did Everett run for state representative again?

_____

6. Everett thinks people are in politics for what reason?

_____

Discussion Questions

1. Everett Akers thinks many people want to be in politics for the money. Do you agree? Why or why not?

2. Who is your state representative? Have you ever met him or her? Do you agree with what he or she does? Why or why not? If you could talk to him or her, what would you say?

SECTION TWO

I thought that one thing wrong here was our TV. We only got West Virginia TV here in Floyd County. I thought we should have Kentucky TV. People didn't know what was going on down in Frankfort.

So in 1977, I put up a tower with a dish on it. It brought in the three Lexington TV channels. I started a cable TV business.

And then here came the coal company. They came around the hill. They blasted, and damaged my tower. They were going to strip mine by one of my guy wires.

You see, the land was covered by a broad form deed. We owned the surface. But a coal company owned the coal.

I sued the company. Finally, they said they wouldn't do any more blasting on my land. Instead, they went around the hill. They went under the tower, deep mining. They said that didn't count.

Then one night the coal company sent the law to my house. They came up here at 9:00 at night. They pulled me out of bed and put me in jail.

There was a trial. The judge said I couldn't go back on my land to check on my tower. I couldn't look after my business. The judge said it was because of the broad form deed. I had to pay a fine to the county court.

The coal company damaged my house quite a bit. You can see the cracks in the ceiling.

I bought the land where my house is and the land up on the hill for the tower and cable business. I bought it and paid for it. I had a good business started. The coal company put me out of business, but they made their millions off my land.

Recall Questions

1. What did Everett think Floyd County needed?

_____

2. What did he do in 1977?

_____

3. What happened to Everett's television tower?

_____

_____

4. What did Everett do about it?

_____

_____

5. What did the coal company do then?

_____

_____

6. What did the judge say?

_____

7. What did Everett have to do?

_____

Discussion Questions

1. Do you think people in Floyd County needed Kentucky TV? Was it OK for them only to have West Virginia TV? Explain your answer.

2. Do you think Everett was treated fairly by the coal company? Why or why not? (Remember, the coal company didn't break the law.)

SECTION THREE

I joined KFTC and started fighting the broad form deed. We passed a law in 1984 that said they could not strip mine unless the land owner said so, even with a broad form deed. But the law was not enforced.

We worked hard to pass that law. We made a lot of phone calls. We wrote a lot of letters. We went down to Frankfort and tagged the lawmakers by the collar. We talked to them real straight. We got the law passed. But the law was never enforced.

Adis and I have four children. All our children have moved away. I want to make eastern Kentucky a place where the children will stay and raise their own families.

They say our fathers didn't give us the land, we have borrowed it from our children. How can our children live here if they can't drink the water or grow any food? When you tear up the water and the ground, you are going against the teachings of the Bible.

A lot of the topsoil is gone. It takes 100 years to put back one inch of topsoil. The water is bad. In 50 years a jackrabbit will need a Clorox bottle to carry water across Floyd County.

It used to be if you didn't have food, you could grab a gun or a fish hook and get a mess of fish out of the creek. You can't do that now. The fish can't live in the creek. The possums and foxes come down at night and eat my cat food. They can't make it in the mountains. The coal companies have taken all the trees out.

When I was a boy, there were trees everywhere. If they had planted one tree every time they cut one, we would have a big forest now. They didn't do that and what do we have? Many of the trees are gone. Well, we still have the coal. When the coal is gone, what do we have?

Recall Questions

1. There was a broad form deed law passed in what year?

_____

2. What things did people do to get the law passed?

_____

_____

_____

3. How many years does it take to put back one inch of topsoil?

_____

4. How many children do Everett and his wife have?

_____

5. Why do the foxes and possums eat the cat food?

_____

_____

Discussion Questions

1. Everett says the broad form deed law passed in 1984 was never enforced. What do you think that means? Do you know other cases like this? What happened?

2. What do you think can be done to make young people want to stay in eastern Kentucky, or any part of Kentucky, and raise their families?

3. Are there animals in the woods and fish in the creeks where you live? If not, why not? What do you think we can do to make the animals and fish come back?

4. When the coal is gone, what do we have?

SECTION FOUR

There's no justice for the citizens. The coal companies get everything. You find that people who work for the state are really working for the coal companies. Anything the companies want, they get.

We have had a lot of people like the Mayo family, who made millions taking the coal away with broad form deeds. It was money they got from the poor people when they robbed the coal rights by not paying much for them. They took their money but they didn't leave anything in the mountains.

It's a shame and a disgrace to have children here grow up without a decent education. This is one reason we have no industry in eastern Kentucky. It's one reason people don't speak up. The cure for eastern Kentucky is education, not tossing a ball at a hoop.

There are a lot of people around here who feel this way. But they need to get together. A lot of people are afraid to speak up. They are afraid to speak against the coal companies. They are afraid they won't get jobs if they speak against the coal companies.

People in eastern Kentucky are slaves like black people were slaves. They are slaves to the coal companies. There should be an Emancipation Proclamation for the people in eastern Kentucky, to free them from the coal companies.

The coal companies had the people of eastern Kentucky in slavery with the broad form deed. But we got together and worked together. We changed the Kentucky constitution.

We told everyone about the broad form deed. We talked about the broad form deed all over the state. People knew the broad form deed wasn't fair. On November 8, 1988, the people voted to change the Kentucky constitution. Now a coal company can't use a broad form deed to strip mine, unless the land owner says so.

That's one way to freedom. We are not slaves to the broad form deed now. We are free because we worked together.

The older I get, the closer I get to the ground. It won't be long before I fertilize it a bit. When I see St. Peter at the Golden Gates, I want him to know I've been working hard to right these wrongs.

Sometimes you doubt yourself, but you have to keep working. You can't just quit. We have a chance if we get together. As long as folks keep hollering, I believe we'll make it.

Everett Akers died on January 23, 1989. He was 71. He leaves his wife, Adis, one daughter, three sons, three brothers, nine grandchildren, nine great-grandchildren, and many friends.

Recall Questions

1. How does Everett say the Mayo family made their money?

_____

_____

2. What does he say is one reason there is no industry in eastern Kentucky?

_____

_____

3. What does Everett say is the cure for eastern Kentucky?

_____

4. Everett says the people of eastern Kentucky are like what because of the broad form deed?

_____

Discussion Questions

1. Everett says the state works for the coal companies instead of the citizens. Do you agree or disagree? Why?

2. Everett says the cure for eastern Kentucky is education. Do you agree or disagree? Why?

3. Do you know people who are afraid to speak against the coal companies? Why do you think they are afraid?

4. The Emancipation Proclamation was the law that made the black slaves in the U.S. free in 1862. Do you agree that the people of eastern Kentucky need their own Emancipation Proclamation? Why or why not? What would an Emancipation Proclamation free them from?

5. Do you think change happens faster when people get together? Why or why not?

Supplementary Word Exercises for

"It's Up to Us"

Broad Form Deeds in Kentucky

BEST COPY AVAILABLE

A publication of Kentuckians For The Commonwealth

Written by Melanie A. Zuercher

Additional copies of "It's Up to Us" may be obtained by writing or calling:

Kentuckians For The Commonwealth
P.O. Box 864
Prestonsburg, KY 41653
606-886-0043

OR

Mennonite Service Program
P.O. Box 420
Whitesburg, KY 41853
606-633-5065

A donation of at least $5 per book or $10 per set, plus postage, is appreciated but not required (discounts available for teachers and tutors).

A Note to Teachers and Tutors

"It's Up to Us": Broad Form Deeds in Kentucky was written and designed to be most effective when used by groups of students. While the "Recall Questions" after each chapter are meant to check individual reading comprehension, the ideal setting for the "Discussion Questions" is a discussion group.

However, this does not mean "It's Up to Us" can't also be effective in the one-on-one tutoring method most commonly used in literacy programs around Kentucky. Certainly, the supplementary exercises for "It's Up to Us" can be adapted for either individual or group use.

We have several suggestions for using this material. First, it's important that teachers and tutors look through the material carefully before giving it to students. The stories are probably best suited to higher level Laubach, pre-GED, GED, and college remedial students (or high school students) -- but you know your student(s) better than we do, and we prefer that you, together with your student(s), decide. It's possible that while the exercises may be difficult for some students, the reading material may not necessarily be.

The exercises vary in difficulty, and there are a lot of them. You may want to pick and choose what you give a particular student to work on. Please note that there are numerous listening exercises that require reading aloud, so if you are using them in a group setting, make provision for that.

Second, we feel that writing is one of the most important things that reading students can do. Therefore, we have included writing exercises for every chapter of "It's Up to Us". But don't be limited by that. Most, if not all, of the "Discussion Questions" could also be used as prompts for additional student writing. For even more sentence-writing practice, you may want to ask your student(s) to answer the "Recall Questions" at the end of each chapter with complete sentences.

Finally, there are no copyright restrictions on this material. If you like what you see here, a donation to Kentuckians For The Commonwealth is one way to make more of it happen. But we know that a lot of reading programs in Kentucky operate on a shoestring. One of KFTC's purposes in producing reading material is to help out in such cases. So if you need to photocopy, go ahead.

Another way to get more reading material that is relevant to your area and your students is for you and your students to produce it. Please use "It's Up to Us" and the accompanying exercises as a model. Your students have stories to tell that are as worthy of being printed as the ones you see here (some of them may surface as a result of the writing exercises that accompany this book!). And you are capable of writing exercises to go with them! Also, there is probably at least one business (if not more) in your community willing to help pay for printing.

We welcome comments and/or criticism about the supplementary exercises for "It's Up to Us" at either address listed to the left.

First printing: 1989
Printed on recycled paper

Kentuckians For The Commonwealth
P.O. Box 864
Prestonsburg, KY 41653
606-633-0043

Table of Contents

ONE

Word Exercises for "What Is a Broad Form Deed?" ..... 1.

TWO

Word Exercises for "Sidney Cornett" ..... 23.

THREE

Word Exercises for "Elizabeth Wooten" ..... 61.

FOUR

Word Exercises for "Brenda Reynolds" ..... 71.

FIVE

Word Exercises for "Everett Akers" ..... 87.

Acknowledgments

Many thanks:

-- To manuscript readers and critics Beth Bingman, Dungannon, Virginia; Stewart Bridgman, Louisville, Kentucky; Burt Lauderdale, London, Kentucky; Carol Loeppky, Whitesburg, Kentucky; Joe Szakos, Prestonsburg, Kentucky; and Joyce G. Zuercher, Hesston, Kansas. Judy Cheatham of Richmond, Kentucky, deserves special credit for the final form that these exercises took.

-- To Patrick Davis, Jerry Hardt, Jenny Lauderdale and Maia Enzer in the KFTC office in Prestonsburg for all kinds of help: computer assistance, proofreading, copying and collating, and general support.

-- And especially to the United Church of Christ Board for Homeland Ministries for their generous support for this project.

WORD EXERCISES FOR CHAPTER 1, "WHAT IS A BROAD FORM DEED?"

SECTION 1

Read the following words aloud. Break the words into parts (syllables) if you need to.

EXAMPLE: Kentucky Ken tuck y

electricity _____

people _____

money _____

Write a sentence with each word.

EXAMPLE: Kentucky My family lives in Kentucky.

1. _____

2. _____

3. _____

Read your sentences aloud.

Consonant sounds

Read the following words aloud. Look at them carefully. Listen to how they sound. How are they the same? How are they different?

coal cents

Word families

List words that look and sound like "rights." (See example.)

ights

rights

fights

_____

_____

_____

Read the list of words aloud.

Word endings -- plurals

A. Read the following words aloud. Break the words into parts (syllables) if you need to.

EXAMPLE: mountain moun tain

machine _____

chicken _____

mineral _____

dollar _____

B. Write a sentence with each word.

EXAMPLE: mountain The mountain was covered with snow.

1. _____

2. _____

3. _____

4. _____

C. Now make each word mean "more than one" by adding the ending s.

EXAMPLE: mountain mountains

machine _____

chicken _____

mineral _____

dollar _____

Read each new word aloud. Does the number of syllables change when you add s?

_____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the "more than one" (plural) forms. You may write your sentences in part B. over. But be careful. You might have to change another word or two. Or you may write new sentences.

EXAMPLE: mountains The mountains were covered with snow.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

E. Read the following words aloud. Break them down into parts (syllables) if you need to.

company _____

city _____

factory _____

story _____

What is the same in these words?

F. Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

G. Make the words mean "more than one" by adding the ending es. Look at the example carefully. What happens to the y when you add es?

EXAMPLE: company companies

city _____

factory _____

story _____

Read each new word aloud. Does the number of syllables change when you add es?

_____

H. Go back to your sentences in part F. Read each sentence aloud. Now write sentences using the "more than one" (plural) form. You may write your sentences in part F. over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

talk need

raise trade

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make a new word by adding the ending s.

raise _____

Read the new word aloud. Does the number of syllables change when you add s? _____

Make new words by adding the ending s.

talk _____

need _____

trade _____

Read the new words aloud. Does the number of syllables change when you add s? _____

Write sentences with all four s forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

EXAMPLE: end ended

need _____

trade _____

Read each new word aloud. Does the number of syllables change when you add d or ed?

_____

Make new words by adding the ending d or ed.

talk _____

raise _____

Read each new word aloud. Does the number of syllables change when you add d or ed?

_____

Write sentences with all four d and ed forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ing.

EXAMPLE: end ending

talk _____

need _____

Make new words by adding the ending ing. Look carefully at the example. What happens to the final e when you add ing?

EXAMPLE: make making

raise _____

trade _____

Read each new word aloud. Does the number of syllables change when you add ing?

_____

Write sentences with all four ing forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercise

I live in _____

I was born in _____

I have also lived in _____

_____

_____

I like living in _____

because _____

_____

_____

_____

_____

_____

Sometimes I think I would like to live in _____

because _____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 2

Read the following words aloud. Break the words into parts (syllables) if you need to.

different _____

understand _____

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Word endings -- plurals

A. Read the following words aloud. Break the words into parts (syllables) if you need to.

garden _____

window _____

B. Write a sentence with each word.

1. _____

2. _____

C. Make each word mean "more than one" by adding the ending s.

garden _____

window _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the "more than one" (plural) forms. You may write your sentences in part B. over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

Read your sentences aloud.

Word families

List words that look and sound like "dig" and like "mine."

ig	ine
dig	mine
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Read the following set of sentences aloud. Circle the word that is the same in all three sentences. How are the meanings of the words different in each sentence?

She works in a mine.
The way to get the coal is to mine it.
This land is mine.

Word endings

Read the following words aloud. Break the words into parts (syllables) if you need to.

separate _____

surface _____

cause

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make a new word by adding the ending s.

separate _____

Read the new word aloud. Does the number of syllables change when you add s? _____

Make new words by adding the ending s.

surface _____

cause _____

Read the new word aloud. Does the number of syllables change when you add s? _____

Write sentences with all three s words.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending d.

surface _____

cause _____

Read the new word aloud. Does the number of syllables change when you add d?

_____

Make a new word by adding the ending d.

separate _____

Read the new word aloud. Does the number of syllables change when you add d?

_____

Write sentences with all three d forms.

1. _____

2. _____

3. _____

Read your sentences aloud.

Notice what is the same in the following words. Make new words by adding the ending ing. Look carefully at the example. What happens to the final e when you add ing?

EXAMPLE: make making

separate _____

surface _____

cause _____

Read the new words aloud. Does the number of syllables change when you add ing?

_____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Contractions

Make two words by adding the missing letters.

EXAMPLE: wouldn't would not

couldn't _____ _____

didn't _____ _____

doesn't _____ _____

Now write the contractions.

EXAMPLE: would not wouldn't

could not _____

did not _____

does not _____

Write a sentence with each contraction.

EXAMPLE: wouldn't She wouldn't go with me.

1. _____

2. _____

3. _____

Read your sentences aloud.

Writing Exercises

Answer with complete sentences.

1. What year is it now? _____

2. In what year were you born?

_____

3. In what year did you move where you live now?

_____

4. If you are married, in what year did you get married?

_____

5. If you have children, in what years were your children born?

_____

Read your sentences aloud.

People began to have problems with broad form deeds in the 1950s. This was because of strip mining, which began in the 1950s. Coal companies said they could strip mine under broad form deed and strip mining tore up a lot of land.

I have a problem
OR
I had a problem

with _____

_____

_____

_____

_____

_____

I can solve the problem
OR
I solved the problem

by _____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 3

Read the following words aloud. Break the words into parts (syllables) if you need to.

picket _____

office _____

bulldozers _____

together _____

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Compounds

Find two words.

EXAMPLE: anyone any one

everyone _____ _____

without _____ _____

sometimes _____ _____

courthouse _____ _____

Write a sentence with each compound.

EXAMPLE: anyone Anyone 18 or over can vote.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Read the following words aloud. Break the words into parts (syllables) if you need to.

control _____

Supreme Court _____

register _____

constitution _____

Go back to Section 3 in "What Is a Broad Form Deed?." Find a sentence with each of the words above. Write the sentences below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Read the sentences aloud.

Now write what you think each word means (definition).

control _____

_____

Supreme Court _____

_____

register _____

_____

constitution _____

_____

Write your own sentences with the words.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word families

List words that look and sound like "save" and like "fair."

ave	air
save	fair
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Read the following names of months aloud. Then write them in the right order.

February	April
May	March
September	December
January	June
August	October
November	July

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

Word endings

Read the following words aloud.

tax vote

change decide

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending s or es.

tax _____

change _____

Read the new words aloud. Does the number of syllables change when you add s or es? _____

Make new words by adding the ending s.

vote _____

decide _____

Read the new words aloud. Does the number of syllables change when you add s? _____

Write a sentence with all four s or es forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the endings d or ed.

tax _____

change _____

Read the new words aloud. Does the number of syllables change when you add d or ed?

_____

Make new words by adding the ending d.

vote _____

decide _____

Read the new words aloud. Does the number of syllables change when you add d?

_____

Write sentences with all four d or ed forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

tax _____

change _____

vote _____

decide _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercise

For many years, people with broad form deeds on their land could not control their land. Broad form deeds let a coal company strip mine even if a land owner didn't want them to do so. So although the land owner took care of the land and paid taxes on it, he or she had no control over it with a broad form deed. When Kentucky voters changed the Kentucky constitution, those land owners got control of their land.

I had no control over
OR
I have no control over

_____

because _____

_____

_____

_____

_____

_____

_____

_____

I got control by
OR
I can get control by

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

WORD EXERCISES FOR CHAPTER 2, "SIDNEY CORNETT"

SECTION 1

Read the following words aloud. Break the words into parts (syllables) if you need to.

EXAMPLE: mountain moun tain

Germany _____

Korea _____

Vietnam _____

quiet _____

simple _____

remembered _____

Write a sentence with each word.

EXAMPLE: mountain The mountain was covered with snow.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Word endings

Read the following words aloud. Break the words into parts (syllables) if you need to.

retire _____

settle _____

improve _____

belong _____

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending s.

EXAMPLE: save saves

retire _____

settle _____

improve _____

belong _____

Read the new words aloud. Does the number of syllables in the words change when you add s? _____

Write sentences with the s forms.

EXAMPLE: saves Terry saves his money to buy a car.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

83

Make new words by adding the ending d or ed.

EXAMPLE: save saved

retire _____

settle _____

improve _____

belong _____

Read the new words aloud. Does the number of syllables change when you add d or ed? _____

Write sentences with the d or ed forms.

EXAMPLE: saved Terry saved his money to buy a car.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ing. Look carefully at the example. What do you do with words that end in e?

EXAMPLE: save saving

retire _____

settle _____

improve _____

belong _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

EXAMPLE: saving Terry is saving his money to buy a car.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word families

List words that look and sound like "land."

and

land

_____

_____

_____

_____

_____

Read the list of words aloud.

Writing Exercise

Sidney Cornett was in the Army for many years. He and his family had to move a lot. When Sidney retired, he wanted a quiet life back on the homeplace.

Do 1. or 2.

1. When I retire, I will _____

_____

_____

_____

_____

_____

_____

_____

_____

2. Since I retired, I have _____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 2

Read the following words aloud. Break the words into parts (syllables) if you need to.

agent _____

boundary _____

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Word endings

Look at the following words. How are they the same?

boundary county marry

Make new words by adding the ending es. Look carefully at the example. What do you do with the y?

EXAMPLE: company companies

boundary _____

county _____

marry _____

Read the new words aloud. Does the number of syllables change when you add es? _____

Write sentences with the es words.

EXAMPLE: companies Two coal companies wanted to mine my land.

1. _____

2. _____

3. _____

Read your sentences aloud.

Read the following sentence aloud. Circle the ed form of "marry."

I married Brenda three years after I joined the Army.

What is the same in the es and ed forms of "marry"?

87

Word families

List words that look and sound like "strip" and like "deed."

rip	eed
strip	deed
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Compounds

Find two words.

EXAMPLE: inside in side

onto _____ _____

farmland _____ _____

hillsides _____ _____

grandfather _____ _____

Write a sentence with each compound.

EXAMPLE: Tom was inside the tent.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

sign

learn

reach

type

use

believe

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Make new words by adding the ending s or es.

sign _____

learn _____

type _____

use _____

reach _____

believe _____

Read the new words aloud. There are two words in which the number of syllables changes when you add s or es. Which two?

_____

_____

Write a sentence with each s or es form.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

sign _____

learn _____

type _____

use _____

reach _____

believe _____

Read the new words aloud. Does the number of syllables in the words change when you add d or ed? _____

Write a sentence with each d or ed form.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

sign _____

learn _____

type _____

use _____

reach _____

believe _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Writing Exercise

Sidney's father and uncle were shocked when Sidney read them the broad form deed on his land. They couldn't believe that the broad form deed took away their rights to use the trees and farmland the way they wanted.

I couldn't believe that _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 3

Read the following words aloud. Break the word into syllables (parts) if you need to.

permit _____

hollowfill _____

Go back to Chapter Three of "Sidney Cornett." Find a sentence with the each of the words above. Write the sentences below.

1. _____

2. _____

Read the sentences aloud.

Write what you think the words mean (definitions).

1. _____

_____

2. _____

_____

Now write your own sentences with the word.

1. _____

2. _____

Read your sentences aloud.

Read the following words aloud. Break the words into parts (syllables) if you need to.

local _____

illegal _____

water _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word families

List words that look and sound like "seam."

eam

seam

_____

_____

_____

_____

Read each list of words aloud.

Contractions

Make two words by adding the missing letters.

EXAMPLE: didn't did not

wasn't _____ _____

wouldn't _____ _____

[In the following two contractions, the apostrophe (') stands for more than one missing letter. Think very carefully about "won't."]

can't _____ _____

won't _____ _____

Write a sentence with each contraction.

EXAMPLE: didn't The company didn't have a permit.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Find the base word (root).

agreement _____

Write a sentence with "agreement" and with the base word.

1. _____

2. _____

The base word, "agree", is a doing word, or verb.
"Agreement" is a naming word, or noun.
Make the following verbs into nouns by adding the ending ment.

settle _____

improve _____

retire _____

move _____

Write a sentence with each ment form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word endings

Read the following words aloud. Break the words into parts (syllables) if you need to.

destroy _____

suppose _____

finish _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make a new word by adding the ending s.

destroy _____

Read the new word aloud. Does the number of syllables in the words change when you add s? _____

Make new words by adding the ending s or es.

suppose _____

finish _____

Read the new words aloud. Does the number of syllables in the words change when you add s or es? _____

Write a sentence with each s or es form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

destroy _____

suppose _____

finish _____

Read the new words aloud. Does the number of syllables in the words change when you add d or ed? _____

Write a sentence with each d or ed form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

destroy _____

suppose _____

finish _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Writing Exercise

In April, 1983, Sidney went to the head of his hollow and found that all the trees were gone. The coal company had stripped the trees to build a hollowfill. Sidney was upset about it because he had told them they couldn't build a hollowfill. He felt better after he asked the coal company to settle with him. But the company wouldn't settle.

I was upset about
OR
I am upset about

_____

_____

because _____

_____

_____

_____

_____

_____

I felt better when
OR
I will feel better when

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 4

Word endings -- plurals

A. Read the following words aloud. Break the words into parts (syllables) if you need to.

neighbor _____

picnic _____

superintendent _____

radio _____

lawyer _____

minute _____

B. Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

C. Make each word mean "more than one" by adding the ending s.

neighbor _____

picnic _____

superintendent _____

radio _____

lawyer _____

minute _____

Read the new words aloud. Does the number of syllables in the words change when you add s? _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write new sentences using the "more than one" (plural) forms. You may write your sentences in part B. over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Compounds

Draw a line to make one word from two. Write one word on each line. (See example.)

hollow	other	hollowfill
fore	set	
every	thing	
an	fill	
up	man	

Write a sentence with each compound.

EXAMPLE: hollowfill They are building a hollowfill over that ridge.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

exist

start

repeat

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending s.

exist _____

start _____

repeat _____

Read the new words aloud. Does the number of syllables change when you add s? _____

Write a sentence with each s form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ed.

exist _____

start _____

repeat _____

Read the new words aloud. Look at them carefully. What is alike about the words? Does the number of syllables change when you add ed? _____

Write a sentence with each ed form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ing.

exist _____

start _____

repeat _____

Read the new words aloud. Does the number of syllables change when you add ing? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word endings -- plurals

Read the following words aloud. Listen carefully to how they sound. What is alike about these words?

choice lease

piece chance

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make each word mean "more than one" (plural) by adding the ending s.

choice _____

piece _____

lease _____

chance _____

Read the new words aloud. Does the number of syllables change when you add s?

_____

Write a sentence with each plural.

1. _____

2. _____

3. _____

4. _____

Read the following set of sentences aloud. Circle the word that is the same in each sentence. How is the meaning of the word different in each sentence?

The coal company has two leases on that land.
Smith Coal leases my land for mining.

Writing Exercises

Sidney, Brenda and their neighbors were tir
day they got together and went to the mine site.
child. They set up their lawn chairs and sat do
from working for a few hours.

One time my friends and I got together and _____

When people are pushed around too much, they ____

Read what you wrote aloud. Do you want to add o

bors were tired of being pushed around. So one
he mine site. There were 13 of them and one
rs and sat down. They stopped the bulldozers

her and _____

_____

_____

_____

_____

_____

_____

_____

_____

uch, they _____

_____

_____

_____

_____

_____

_____

_____

_____

want to add or change anything?

SECTION 5

Read the following words aloud. Break the words into parts (syllables) if you need to.

Washington _____

federal _____

Go back to Section Five of "Sidney Cornett." Find a sentence with each of the words above. Write the sentences below.

1. _____

2. _____

Read the sentences aloud.

Now write your own sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Word families

List words that look and sound like "state" and like "stop."

ate	op
state	stop
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Word endings -- plurals

A. Read the following words aloud. Break the words into parts (syllables) if you need to.

excuse _____

collar _____

answer _____

B. Write a sentence with each word.

1. _____

2. _____

3. _____

C. Now make each word mean "more than one" (plural) by adding the ending s.

excuse _____

collar _____

answer _____

Read the new words aloud. The number of syllables in one of the words changes when you add s. Which one?

_____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the "more than one" (plural) forms. You may write your sentences in part B. over. But be careful. You may have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

Read your sentences aloud.

Read the following words aloud.

pin

strip

stop

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending s.

EXAMPLE: ban bans

pin _____

strip _____

stop _____

Read the new words aloud. Does the number of syllables change when you add s?

_____

Write a sentence with each s form.

EXAMPLE: bans The law bans loud noise here.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ed. Look carefully at the example. How does "ban" change when you add ed? Do the same with the other three words.

EXAMPLE: ban banned

pin _____

strip _____

stop _____

Read the new words aloud. Does the number of syllables change when you add ed? _____

Write a sentence with each ed form.

EXAMPLE: banned Fishing is banned now.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ing. Look carefully at the example. Do the same with the other two words.

EXAMPLE: ban banning

pin _____

strip _____

stop _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

EXAMPLE: banning They are banning fires because of dry weather.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word endings

Find the base words (roots).

illegally _____

exactly _____

plainly _____

Write a sentence with each base word (root).

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ly. How does the meaning change when you add ly?

soft _____ sweet _____

careful _____ bitter _____

Write sentences with "illegally," "exactly," and "plainly" and with two of the ly forms above.

1. _____

2. _____

3. _____

4. _____

5. _____

Read your sentences aloud.

Contractions

Make two words by adding the missing letters.

that's _____ _____

it's _____ _____

I'll _____ _____

don't _____ _____

I'm _____ _____

we're _____ _____

you're _____ _____

Choose four contractions and write a sentence with each one.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Read the following sentences aloud. Look at the underlined words. They sound the same. But they are written differently. And they have different meanings.

Your cows are in the corn.
Jerry told me you're coming to the party.

The mouse ran in its hole.
It's good water.

The federal inspectors from OSM wouldn't stop them.
I went to the state inspector's boss.

Word endings

One way to change a doing word, or verb, to a naming word, or noun, is by adding the ending er or or.

Read the following word aloud. Write the base word (root).

inspector _____

Write a sentence with "inspector" and the base word.

1. _____

2. _____

Read your sentences aloud.

Which word is the noun? _____

Which word is the verb? _____

Read the following words aloud. Then make new words by adding the ending or. Be careful with the word that ends in e.

contract _____

operate _____

Write a sentence with each new word.

1. _____

2. _____

Read your sentences aloud.

Read the following words aloud.

own write

Make new words by adding the ending er. Be careful with the word that ends in e.

own _____

write _____

Read the new words aloud.

Write a sentence with each new word.

1. _____

2. _____

Read your sentences aloud.

113

Writing Exercise

When Sidney went to meet with the state inspector and his boss, they wouldn't help him. They made excuses. They didn't want to answer his questions. Sidney started pinning them down, and they got hot under the collar.

I got hot under the collar when _____

_____

_____

_____

Then I _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 6

[If you are having trouble with the words "constitution" and "Supreme Court," go back to the Word Exercises for Section 3 of "What Is a Broad Form Deed?".]

Read the following words aloud. Break the words into parts (syllables) if you need to.

citizen _____

number _____

noise _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make each word mean "more than one" (plural) by adding the ending s.

citizen _____

number _____

noise _____

Read the new words aloud. The number of syllables in one of the words changes when you add s. Which one?

_____

Write a sentence with each s form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

organize join

enforce help

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending s or es.

organize _____

enforce _____

join _____

help _____

Read the new words aloud. The number of syllables two of the words changes when you add s or es. Which two?

_____

_____

Write a sentence with each s or es form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

organize _____

enforce _____

join _____

help _____

Read the new words aloud. Does the number of syllables change when you add d or ed? _____

Write sentences with the d and ed forms.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

organize _____

enforce _____

join _____

help _____

Read the new words aloud. Does the number of syllables in the words change when you add ing? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercise

Sidney and Brenda Cornett had a problem. A coal company was strip mining on their land even though the Cornetts didn't want them to. So Sidney and Brenda got their neighbors together, and they joined KFTC. When they got together with a lot of other people, they could make a change.

When I have a problem, I _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

WORD EXERCISES FOR CHAPTER 3, "ELIZABETH WOOTEN"

Read the following words aloud. Break the words into syllables if you need to.

beautiful _____

alive _____

valley _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Compounds

Find two words.

EXAMPLE: anyone any one

something _____ _____

homeplace _____ _____

Write a sentence with each compound.

EXAMPLE: anyone Is anyone home?

1. _____

2. _____

Read your sentences aloud.

Word endings

Read the following words aloud. Break the words into syllables if you need to.

promise _____

appeal _____

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending s.

promise _____

appeal _____

Read the new words aloud. The number of syllables in one of the words changes when you add s. Which one?

_____

Write a sentence with each s form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

promise _____

appeal _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each d or ed form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

promise _____

appeal _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing form.

1. _____

2. _____

Read your sentences aloud.

Word endings

Read the following words aloud. What is the same?

bury

try

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding es. Look carefully at the example.

EXAMPLE: cry cries

bury _____

try _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each es form.

EXAMPLE: cries That baby cries all the time.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ed. Look carefully at the example.

EXAMPLE: cry cried

bury _____

try _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ed form.

EXAMPLE: cried He cried when he got the news.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ing. Look carefully at the example.

EXAMPLE: cry crying

bury _____

try _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing form.

EXAMPLE: crying Now the children are all crying.

1. _____

2. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

wide beautiful

simple honest

These words are adjectives, or words that describe. Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ly. Look carefully at the examples. What do you do with words that end in le?

EXAMPLE:	careful	carefully
	safe	safely
	gentle	gently

wide _____

simple _____

beautiful _____

honest _____

How does the meaning of the words change when you add ly? Write a sentence with each ly form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

An adjective is a word that describes a noun. Adding ly to an adjective makes it into an adverb, a word that describes a verb.

Brainstorm a list of other words that end in ly. Can you see the base words (roots)?

_____

_____

_____

_____

_____

Read your words aloud.

Contractions

Make two words by adding the missing letters.

EXAMPLE: he's he is

it's _____ _____

that's _____ _____

don't _____ _____

didn't _____ _____

Write the contraction.

EXAMPLE: he is he's

it is _____

that is _____

do not _____

did not _____

Write a sentence with each contraction.

EXAMPLE: he's He's going to the store.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercise

Elizabeth Wooten lived on her land in Perry County for years. She and her husband built a home and raised a family there. She didn't think it was right that the law let a coal company strip mine her land when she said "No." So she got together with a lot of other people to try and change the law.

I am trying to change _____

_____

_____

because _____

_____

_____

_____

_____

I can change it by _____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

WORD EXERCISES FOR CHAPTER 4, "BRENDA REYNOLDS"

SECTION 1

Read the following words aloud. Break the words into syllables if you need to.

EXAMPLE: mountain moun tain

Atlanta _____

Georgia _____

cattle _____

poplar _____

lightning _____

Write a sentence with each word.

EXAMPLE: mountain The mountain was covered with snow.

1. _____

2. _____

3. _____

4. _____

5. _____

Read your sentences aloud.

Word families

List words that look and sound like "tree."

ree

tree

_____

_____

_____

_____

Read the list of words aloud.

Word endings

Read the following words aloud.

forge touch

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending s or es.

forge _____

touch _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each s or es form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

forge _____

touch _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each d or ed form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ing. What do you do with words that end in e?

forge _____

touch _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing word.

1. _____

2. _____

Read your sentences aloud.

Read the following sentences. Look at the underlined words. They sound alike. But they look different. And they have different meanings. How is the meaning different in each sentence?

Its trunk is the biggest around in the state.
It's still the biggest around.

Comparisons

Look at the example below.

EXAMPLE: fat fatter fattest

What happens to the last letter in the word when you add er and est?

Fill in the blanks by adding er and est.

big _____ _____

thin _____ _____

Write sentences with each set of comparison.

EXAMPLE: That pig is fat.

Those two pigs over there are fatter.

The brood sow is the fattest.

1.a. _____

b. _____

c. _____

2.a. _____

b. _____

c. _____

Read your sentences aloud.

Writing Exercise

Brenda Reynolds and her family have 150 acres in Letcher County, Kentucky. They have woods and a pond. They graze cattle on their land. They are proud of their place.

I am proud of _____

_____

because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 2

Plurals

A. Read the following words aloud. Break the words into syllables if you need to.

husband _____

trouble _____

amendment _____

B. Write a sentence with each word.

1. _____

2. _____

3. _____

C. Make the words plural.

husband _____

trouble _____

amendment _____

Read the new words aloud. Did the number of syllables change? _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the plural forms. You may write your sentences in part B. over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word families

List words that look and sound like "deep."

eep

deep

_____

_____

_____

_____

Read each list of words aloud.

Compounds

Draw a line to make one word from two. Write one word on each line. (See example.)

Sink	mark	Sinkhole
dry	king	_____
Mill	wall	_____
May	body	_____
land	hole	_____
for	stone	_____
every	ever	_____

Choose five of the compounds and write a sentence with each one.

1. _____
2. _____
3. _____
4. _____
5. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

crack blast

Write a sentence with each word.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending s.

crack _____

blast _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each s form.

1. _____

2. _____

Read your sentences aloud.

Make a new word by adding the ending ed.

crack _____

Read the new words aloud. Did the number of syllables change? _____

Make a new word by adding the ending ed.

blast _____

Read the new words aloud. Did the number of syllables change? _____

Write sentences with each ed form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ing.

crack _____

blast _____

Read the new words aloud. Did the number of syllables change? _____

Write sentences with the ing forms.

1. _____

2. _____

Read your sentences aloud.

Writing Exercise

Write a letter:

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your friend,

Read what you wrote aloud. Do you want to add or change anything?

SECTION 3

Read the following words aloud. Find the base word (root) for each word.

EXAMPLE: blinkers blink

safety _____

blinders _____

failure _____

Write a sentence with each word and its base word (root).

EXAMPLE: blinkers blink

The car had on its blinkers.
That makes the light blink on and off.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Read the following words aloud. Break the words into syllables if you need to.

attention _____

constitution _____

Look back at Chapter 3 of "Brenda Reynolds." Find a sentence with each of the words above. Write the sentences below.

1. _____

2. _____

Read the sentences aloud.

Write what you think each word means (definition).

1. attention _____

2. constitution _____

Now write your own sentences with the words.

1. _____

2. _____

Read your sentences aloud.

Word families

List words that look and sound like "change" and like "power."

ange	ower
change	power
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Contractions

Make two words by adding the missing letters. In each contraction, the apostrophe (') stands for more than one missing letter.

EXAMPLE: you've you have

I'll _____ _____

I'd _____ _____

won't _____ _____

Write a sentence with each contraction.

EXAMPLE: you've You've already gone to the store once today.

1. _____

2. _____

3. _____

Read your sentences aloud.

Writing Exercises

Brenda wanted to fight broad form deeds before a coal company tried to strip mine her family's land. She thought the law wasn't fair because it helped coal companies only, and not the land owner. She stood up for what she thought was right. That way she didn't feel like a failure.

I felt like a failure when _____

_____

_____

_____

_____

_____

_____

_____

_____

I stopped feeling like a failure when _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

Brenda joined KFTC, and joined a group of people who were fighting for the same things she was. When the people got together, they had power to change a law they thought was unfair.

I have power over _____

_____

_____

I use my power to _____

_____

_____

_____

_____

_____

_____

_____

OR

If I had power, I would _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

WORD EXERCISES FOR CHAPTER 5, "EVERETT AKERS"

SECTION 1

Read the following words aloud. Break the words into syllables if you need to.

EXAMPLE: mountain moun tain

selfish _____

Senate _____

politics _____

Write a sentence with each word.

EXAMPLE: mountain The mountain was covered with snow.

1. _____

2. _____

3. _____

Read your sentences aloud.

Plurals

A. Read the following words aloud. Break the words into syllables if you need to.

contract _____

helicopter _____

representative _____

B. Write a sentence with each word.

1. _____

2. _____

3. _____

C. Now make each word plural.

EXAMPLE: mountain mountains

contract _____

helicopter _____

representative _____

Read each plural aloud. Did the number of syllables change? _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the plural forms. You may write your sentences in part B. over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word families

List words that look and sound like "beat."

eat

beat

_____

_____

_____

_____

Read the list of words aloud.

Compounds

Draw a line to connect two words. Write one word on each line. (See example.)

Frank	ball	Frankfort
pin	body	_____
any	law	_____
out	fort	_____

Write a sentence with each compound.

1. _____

2. _____

3. _____

4. _____

5. _____

Read your sentences aloud.

Word endings

Read the following words aloud.

pick support

elect pass

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending s.

EXAMPLE: show shows

pick _____

elect _____

support _____

Read the new words aloud. Did the number of syllables change? _____

Make a new word by adding the ending es.

pass _____

Read the new word aloud. Did the number of syllables change? _____

Write a sentence with each s or es form.

EXAMPLE: shows She shows that horse in the summer.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ed.

EXAMPLE: show showed

pick _____

pass _____

Read the new words aloud. Did the number of syllables change? _____

Notice what is the same in the following words. Make new words by adding the ending ed.

elect _____

support _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ed form.

EXAMPLE: showed She showed us how to clean the fish.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ing.

EXAMPLE: show showing

pick _____

pass _____

elect _____

support _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing form.

EXAMPLE: showing Jenny is showing her friends the new car.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercises

Everett Akers lived in Martin. Martin is in Floyd County.

What town do you live in? _____

What county do you live in? _____

I like to live there because
OR
I don't like to live there because

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

The capital of Kentucky is Frankfort.

Do 1. or 2.

1. When I went to Frankfort, I _____

_____

_____

_____

_____

_____

_____

_____

_____

2. If I could go to Frankfort, I would _____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 2

Read the following words aloud. Break the words into syllables if you need to.

West Virginia _____

Lexington _____

cable _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word families

List words that look and sound like "jail" and like "fine."

ail	ine
jail	fine
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Consonant sounds

Read the following words aloud. Look at them carefully. Listen to how they sound. How are they the same? How are they different?

coal

ceiling

channels

Plurals

A. Read the following words aloud. Break the words into syllables if you need to.

channel _____

business _____

trial _____

million _____

B. Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

C. Now make each word plural.

channel _____

business _____

trial _____

million _____

Read each plural aloud. The number of syllables in one of the words changed. Which one? _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the plural forms. You may write the sentences in part B over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Word endings

Read the following words aloud. Look at the words carefully. What is the same in each word?

judge damage

Write a sentence with each word.

1. _____

2. _____

Make new words by adding the ending s.

judge _____

damage _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each s form.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending d.

judge _____

damage _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each new word.

1. _____

2. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

judge _____

damage _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each new word.

1. _____

2. _____

Read your sentences aloud.

Writing Exercises

Everett thought that one thing wrong in his area was the television. People could only get West Virginia television. That made it hard to find out Kentucky news. So Everett set up a business that let people get Kentucky television.

I think one thing that is wrong is _____

_____

_____

_____

_____

_____

_____

I can change it by _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 3

Read the following words aloud. Break the words into syllables if you need to.

borrowed _____

Clorox _____

bottle _____

forest _____

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Compounds

Find two words.

lawmakers _____ _____

jackrabbit _____ _____

topsoil _____ _____

Write a sentence with each compound.

1. _____

2. _____

3. _____

Read your sentences aloud.

Word families

List words that look and sound like "bill" and like "law."

ill	aw
bill	law
_____	_____
_____	_____
_____	_____
_____	_____

Read each list of words aloud.

Word endings

Read the following words aloud.

tag get

chop cut

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending s.

tag _____

chop _____

get _____

cut _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each s form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Make new words by adding the ending ed. Look carefully at the example. What happens to the last letter?

EXAMPLE: stop stopped

tag _____

chop _____

Write a sentence with each ed form.

1. _____

2. _____

Read your sentences aloud.

Do these words make sense?

getted

cutted

"Tag" and "chop" are regular verbs. The ed forms of the verbs "tag" and "chop" are called the past tense of the verbs. "Get" and "cut" are irregular verbs. The past tense of "get" is "got." The past tense of "cut" is "cut."

Make new words by adding the ending ing. Look carefully at the example. What happens to the last letter?

EXAMPLE: stop stopping

cut _____

tag _____

get _____

chop _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

Writing Exercise

KFTC helped pass a broad form deed law in 1984. The members worked hard to pass it. People made trips to Frankfort to talk to phone calls. They made a lot of phone calls and wrote many letters.

I have worked hard for _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?

SECTION 4

Read the following words aloud. Break the words into syllables if you need to.

justice _____

decent _____

afraid _____

golden _____

Write a sentence with each word.

1. _____

2. _____

3. _____

4. _____

Read your sentences aloud.

What is alike in the following words?

education

Emancipation

Proclamation

constitution

Brainstorm a list of words that end in tion.

_____

_____

_____

_____

_____

Write sentences with "education," "constitution," and one of your own words.

1. _____

2. _____

3. _____

Read your sentences aloud.

Read the following word aloud.

disgrace

Write a sentence with the word.

_____

Read your sentence aloud.

Brainstorm a list of other words that begin with dis.

_____

_____

_____

_____

Read the following words aloud. Break the words into syllables if you need to.

slavery _____

freedom _____

Write sentences with the words.

1. _____

2. _____

Find the base words (roots).

slavery _____

freedom _____

Write sentences with the base words (roots).

1. _____

2. _____

Read all four of your sentences aloud.

Word endings

Read the following words aloud. Break the words into syllables if you need to.

fix

disgrace _____

fertilize _____

Write a sentence with each word.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending s or es.

fix _____

disgrace _____

fertilize _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each s or es form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending d or ed.

fix _____

disgrace _____

fertilize _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each d or ed form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Make new words by adding the ending ing. Be careful. What do you do with words that end in e?

fix _____

disgrace _____

fertilize _____

Read the new words aloud. Did the number of syllables change? _____

Write a sentence with each ing form.

1. _____

2. _____

3. _____

Read your sentences aloud.

Contractions

Make two words by adding the missing letter.

EXAMPLE: weren't were not

hasn't _____ _____

isn't _____ _____

Make two words by adding the missing letters.

EXAMPLE: you've you have

won't _____ _____

we're _____ _____

I've _____ _____

we'll _____ _____

Write a sentence with each contraction.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Read your sentences aloud.

Plurals

A. Read the following words aloud. What is the same in each word?

family

industry

B. Write a sentence with each word.

1. _____

2. _____

C. Make each word plural by adding the ending es. Look carefully at the example. What do you do with the y?

EXAMPLE: city cities

family _____

industry _____

Read the new words aloud. Did the number of syllables change? _____

D. Go back to your sentences in part B. Read each sentence aloud. Now write sentences using the plural forms. You may write your sentences in part B over. But be careful. You might have to change another word or two. Or you may write new sentences.

1. _____

2. _____

Read your sentences aloud.

Writing Exercise

Everett thinks it's a disgrace to have children in eastern Kentucky grow up without a good education. He thinks good education is one way to help make eastern Kentucky a better place to live and raise a family.

I think it's a disgrace that _____

_____

_____

_____

It's a disgrace because _____

_____

_____

_____

_____

_____

One way to make it better is _____

_____

_____

_____

_____

_____

_____

_____

Read what you wrote aloud. Do you want to add or change anything?